

Wood

1948

Service Paper

Improving reading comprehension through
summarizing.



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BOSTON UNIVERSITY

SCHOOL OF EDUCATION

SERVICE PAPER

IMPROVING READING COMPREHENSION THROUGH SUMMARIZING

Submitted by

Gertrude E. Wood

B. S. in Education -- Boston University, 1934

In partial fulfillment of requirements for the degree of

Master of Education

1948

School of Education
G. E. Wood
July 30, 1948
29721

First Reader: Donald D. Durrell, Professor of Education

Second Reader: Helen Blair Sullivan, Professor of Education

Third Reader: Mary Agnella Gunn, Associate Professor of Education

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For encouragement, for guidance in planning,
and for helpful suggestions in the development of this
study, the writer is grateful to

Dr. Donald D. Durrell
Dean of the School of Education
Boston University

February 20, 1900

My dear Mr. Brewster:
I have just received your letter of the 17th inst. and
am glad to hear that you are well and happy.

I am very truly
yours,
William Brewster

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PART I

CHAPTER I

INTRODUCTION

The purpose of this study is the organization of a workbook which will give practice in the improvement of comprehension by means of the summary, or, as many writers have referred to it, the precis. It is based on the truth that thinking is extremely important in reading and that people read only as well as they think.

The writer feels that reading represents a group of techniques that can be improved upon, as the reader is trained to become efficient in adjusting his purpose to the purpose of the writer. Having recognized for a long time that poor reading ability has been the basic cause for academic failures, educators have come to realize that reading is a process that must be developed all the way through school and not a subject that can be mastered in the grades and used thereafter in a manner dependent upon the student's mental capacity. Standardized diagnostic tests in schools and in the armed services have shown that large numbers of our students have not really learned to read. Therefore, it becomes the duty of every teacher to develop the basic skills and habits which will bring

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greater efficiency in understanding what is read.

Consequently, this workbook has been constructed with the idea of improving comprehension through the summary, a method of work-type reading in which students have been found deficient.

The paragraphs for the instructional materials and the practice exercises have been selected, largely, from texts used in the seventh, eighth, and ninth grades. While they can be used in the first two years of junior high school, they are intended for use in the ninth grade, not for remedial reading groups, but for regular English classes where improvement, even among the better readers, is always necessary.

The exercises are intended for concentrated work over a short period and are to be supplemented, during the year, with paragraphs taken from the pupils' textbooks, books which they are reading during their leisure, reference materials, and magazines. The selection of those included in this workbook has been based on four factors:

- (a) Pupil interest
- (b) Varying difficulty
- (c) Good paragraph formation
- (d) Informational character

Their purpose lies not in providing literary enjoyment, but in developing skills which are the

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prerequisite of the enjoyment of literature, as well as those which may be used to bring increased achievement in other subjects.

EXPLANATION OF THE SUMMARY

The summary is a clear, definite, orderly statement of the essential thought or thoughts contained in a section of prose or poetry, its major purpose being to present the important ideas as briefly as possible.

The summary does not interpret a passage; it restates the substance of it briefly. Efficient readers are constantly making summaries as they read because they are separating the essential from the non-essential.

A good summary is generally about one-third or less of the original passage. Consequently, its value lies in the fact that the reader must engage in active rather than passive reading, and that he must be alert to the distinction between the essential ideas and those which are included for elaboration, such as description, examples, figures of speech, or extraneous material.

It differs from the condensation, which omits words, sentences, or paragraphs that are less important, but retains the words, organization, and development of the original, and from the paraphrase, which gives in one's own words the meaning of a passage without concern for

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brevity.

The test of the summary is whether or not it is clear to one who has not read the original.

The summary is a valuable tool in any field of study because it will help the reader get the maximum out of his reading. Many books are intended for pleasure reading only, but for those that require active, alert reading, whether it be in business, law, medicine, science, or any other field, time and effort will be saved for the student who has become proficient in the use of the summary, or precis.

Lehman lists these results of the single-sentence precis:

1. It demands clear thinking.
2. It tests unity of thought in the original.
3. It gives excellent practice in commanding the structure of long sentences.
4. The long sentence is usually complex and periodic, and the practice of this type of sentence develops skill.

The chief value of work in summarizing is that one learns to read thoughts instead of words.

What the summary loses in literary charm it gains

¹Lehman, Paul W.: The Senior Precis Practice Pad, Palmer Company, Boston, 1934.

in direct, concise form. All too many of us, with our tendency toward wordiness and repetition of ideas, often make our expression, both oral and written, unattractive to others because we do not take time or make the effort to condense what we want to say.

CHAPTER II

ANALYSIS OF RESEARCH

The writer has not attempted to make an exhaustive study of all the materials available in regard to the improvement of comprehension and to the value of summarizing in this improvement, but wide reading in many books and magazines dealing with the difficulties involved in the reading process and with various methods of lessening these deficiencies has brought the realization that any method designed to make the student understand better what he is reading can be justified if that method is used wisely by teachers who understand the reading problems of their pupils and who can select the work-type reading materials best suited to their needs.

That the problem has become increasingly significant is revealed in the large number of magazine articles, chapters in books dealing with reading and those concerned with the teaching of composition and literature, the tests, and the workbooks that have appeared in recent years.

This intensified interest in reading is further revealed in the varied and extensive research projects and conferences that have been based on the realization that reading instruction has failed, to a large extent, to

1. INTRODUCTION

2. THE PROBLEM

The purpose of this study is to investigate the effects of the

use of the computer in the classroom on the learning of the

subject of mathematics in the primary school.

The study is divided into two parts: a theoretical part and a

practical part. The theoretical part is divided into two

sub-parts: a review of the literature and a theoretical

framework. The practical part is divided into two sub-parts:

a description of the experimental design and a description of the

results of the experiment.

The results of the experiment are presented in the form of

tables and graphs. The conclusions of the study are presented

in the form of a summary.

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a description of the experimental design and a description of the

results of the experiment.

The results of the experiment are presented in the form of

tables and graphs. The conclusions of the study are presented

in the form of a summary.

The study is divided into two parts: a theoretical part and a

produce people who read extensively and with comprehension.

Witty states: "From whatever school level we choose, research results confirm the general observation that elementary and secondary school pupils have not developed effective reading skills and habits, and that impossible reading demands are made upon hordes of children where habits of work and general mental hygiene become increasingly impaired as they are forced to adapt themselves to learning (in effect, memorizing) more and more unintelligible materials."¹

He goes on to say further that "Our obligation as teachers of English is clear -- it is grounded in acceptance of the concept of education as an agency for social understanding, participation, and reconstruction. Naturally, the role of silent reading is altered if this concept is accepted; no longer are we concerned primarily with mechanical proficiency and literacy; our aim is to develop socially competent young people who read critically, speak clearly, and write intelligibly."²

The more we deal with the large numbers of pupils, many of whom in earlier years would not have reached high school, the more we realize this problem of reading

¹Witty, Paul A.: "Reading for Meaning," English Journal, Vol. XXVII, March 1938, p. 221.

²Ibid., p. 228.

deficiency. Durrell tells us that "At the present time, approximately 70% of American children reach high school. This tremendous increase in school enrollment probably means that we are now holding in school large numbers of children who formerly would not have been considered suitable for formal education."¹

Hovious makes the statement that "In increasing numbers, there are coming into our schools at the upper grade levels pupils who cannot read well enough to succeed in their school work."²

Knight and Traxler have found that "Evidence indicates that in the average high school, from 10 to 25% of the pupils are too seriously handicapped in reading to do efficient school work."³ But they feel that with proper guidance high school pupils can improve their rate of reading and their comprehension. Experiments, they say, suggest that during corrective instruction, poor readers probably make larger gains than good ones, but even good readers can become better. Few, if any, students in the senior high school have reached their maximum reading ability.

¹Durrell, Donald D.: Improvement of Basic Reading Abilities, World Book Company, New York, 1940, p. 2.

²Hovious, Carol: Suggestions for Teachers of Reading, D. C. Heath & Co., Boston, 1939, p. 1.

³Knight and Traxler: Read and Comprehend, Little, Brown and Company, Boston, 1937, Preface.

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Teachers in junior and senior high schools have come to realize that this matter of reading improvement is an all-school, all-teacher problem, that reading is a way of thinking, not an isolated subject to be taught at a certain hour of the day, and that it is not a problem which can be worked upon for a time and be put aside with the feeling that all has been done that can be done.

Baird and McCracken make the pertinent statement that "The development of reading and study power in the secondary level cannot be left to happenstance."¹

It has become most important that secondary schools give additional instruction in reading beyond that given in the elementary schools since we realize the undesirable effects of continual failure upon pupil attitudes and interests. Many pupils, in spite of pronounced reading handicaps, are doing average or superior work. Such pupils, having made evident their desire to do good work, might profit greatly from well-directed remedial or developmental reading instruction.

While it is generally assumed that the junior high school student has mastered basic habits and skills involved in reading, any teacher at that level knows this is far from true. Tests constantly show reading ages are

¹Baird, William J. and McCracken, Paul W. : "We Teach High School Reading," English Journal, Vol. XXIX, October, 1940, p. 625.

lower than mental ages. Many students enter college severely handicapped by reading deficiency. Therefore, this problem of improving reading is important throughout the secondary-school years, not only for the so-called retarded readers, because, as Brink¹ points out, investigations have indicated that through the proper direction, the more able students can improve their speed and understanding.

There are very few learning procedures at the secondary-school level that do not involve reading. The emphasis, in increasing measure, upon extensive reading in the fields of English, science, and the social studies makes it necessary for students, even more than ever before, to work for more accurate and rapid reading. In helping them to do this, the school will be rendering one of its greatest services.

The school is interested in helping the student develop in such a way that he will become an intelligent and useful citizen. In order to meet the demands of the secondary school course or for any really worthwhile reading of current newspapers and magazines, one should have the reading ability of the 8th year and tenth month.

¹Brink, W. G. : Directing Study Activities in Secondary Schools, Doubleday, Doran & Co., New York, 1937.

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Dora Smith,¹ in commenting on the results of the Iowa Reading Examination given to selected schools in New York State, says that while achievement was exceptional in many schools, there was ample evidence that large numbers of students must have had much trouble in reading high school subjects since they were not capable of reading with comprehension such materials as an intelligent citizen would be expected to understand. The study showed that in many schools 2/5 of the ninth grade pupils were handicapped; 1/3 of the tenth; 1/5 of the eleventh; from 1/10 to 1/3 of the twelfth.

She feels that "The question at issue is what proportion of the pupils in each year of the senior high school have achieved in reading sufficient for carrying on with competence the work required of them, and more important still, for intelligent comprehension of discussion of current issues and news presented daily in newspapers and magazines.... From the ninth grade on, elimination sets in, and evidence supports the assumption that those who leave first will be the least capable in the group. From the point of view of intelligent exercise of the duties of citizenship, the situation presents a major challenge to the schools."²

¹Smith, Dora V.: Evaluating Instruction in Secondary School English, English Monograph, No. 11, National Council of Teachers of English.

²Ibid., pp. 32-33.

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Brink says that "Of all the activities involved in study, none is more important than reading. The term "reading" is defined in one dictionary as 'the act, practice, or art of perusing written or printed matter and ascertaining or considering its content or meaning'. In a broad sense, reading includes all the mental processes and habits connected with the intelligent understanding of printed materials. It includes not only perception of printed symbols, but also their interpretation, association, and interpretation with previous experience."¹

Many writers have put much emphasis on the difficulties involved in silent reading and have made suggestions for overcoming them. McKee feels that clinics have devoted themselves too much to the mechanics of reading and have not spent enough time on "thinking reading," helping students to understand what they attempt to read in their textbooks. He says that "Reading is an active rather than a passive process, and a thinking process to be done by the mind rather than a mechanical process to be done by the eyes.... The reader must sense the relationship between parts of the sentence and between the sentences in a paragraph. He must distinguish between the proposition, amplifying and explanatory sentences. He may need to use the context to construct the meaning of a

¹Brink, W.G. : Directing Study Activities in Secondary Schools, Doubleday, Doran & Company, 1937, pp. 156-157.

strange word or phrase."¹

In discussing the difficulties related to silent reading, Durrell says that "While many pupils are able to read attentively, and appear to comprehend as they read, they often experience difficulty in various types of recall. They may be able to answer specific questions or identify the correct response in a multiple-choice or a true-false test, but be quite unable to give a well-organized and accurate written or oral account without the aid of questions. Oral recall may be impeded by emotional conditions surrounding the recitation, by speech difficulties, or by inability to organize ideas in speech.... Weakness may be found in the ability to organize ideas and to discriminate between major and minor ideas, with a result that either written or oral recall is a collection of loosely associated fragments of the selection."²

McKee, also considering this matter of reading difficulty, says that "Some elementary, secondary, and college teachers are becoming convinced that the pupils and students in our schools cannot read their textbooks well. Most of these teachers are basing their conclusions upon

¹McKee, Paul: "The Problem of Meaning in Reading," English Journal, Vol. XXX, March, 1941, p. 222.

²Durrell, Donald D.: Improvement of Basic Reading Abilities, World Book Company, New York, 1940, pp. 294-295.

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the poor performance of those relatively few pupils in a class who have difficulty with the mechanics of reading. Actually, the reading ability of our pupils is much lower than deficiencies in the mere mechanics of reading indicate....

"Pupils and students who are able to see the relationship between or among the parts of a sentence are able to understand what that sentence means to a greater degree than are the students who do not sense that relationship.... For the most part, students are not able to see the relationship between or among the sentences in a paragraph. They have great difficulty in sensing whether this or that sentence is a proposition-containing sentence or an explanatory or amplifying sentence. Often when they decide that a given sentence is an amplifying sentence, they don't know which proposition-containing sentence it amplifies!"¹

Cole,² as a result of much work in the field of reading, has concluded that the main reason why pupils do not find meaning in what they read is that they are not looking for it. Consequently, she feels that improvement must be systematic and intensive.

¹McKee, Paul: "The Problem of Meaning in Reading," English Journal, Vol. XXX, March, 1941, pp. 219,221.

²Cole, Luella: The Improvement of Reading, Farrar & Rinehart, New York, 1938.

In answer to those who feel that little or nothing can be done to improve reading ability at the upper grade level, Knight and Traxler have this to say: "Notwithstanding the fact that reading ability is to some extent a function of general mental ability, and that the possibilities for the improvement of many poor readers are limited by their native mental endowment, attempts at remedial reading have ordinarily met with considerable success regardless of the specific methods employed.... Another fact shown by studies of reading test scores is that all students can improve their reading achievement to some extent by applying special attention and effort to this problem. This statement refers to retarded, average, and superior readers."¹

Many reading experts have stressed the importance of effort and concentration to the reading improvement program. Strang² points out that intelligence is unproductive without concentration, and that the central factor in concentration is purpose, or motive. Factors affecting comprehension are interest in the materials read and the desire for reading improvement.

¹Knight, Pearl E. and Traxler, Arthur E. : "Teachers' Manual" for Develop Your Reading, Little, Brown and Company, Boston, 1941.

²Strang, Ruth: Problems in the Improvement of Reading in High School and College, Science Press Printing Company, Lancaster, Pa., 1938.

The factor of effort is most important in all of this work. Broening, Law, Wilkinson, and Ziegler¹ state that we read best when we read with a purpose and that we gain from reading only when we give to it. They feel that the pupil who has increased his skill in reading to gain a central idea and has come to see that reading is an active process, a partnership to which both reader and author contribute, he has found greater enjoyment in his reading.

In her diagnostic work in reading difficulties, Collyer² found that a high level of concentration is necessary in increasing the ability to read with understanding. She feels that since we retain longer the things which we see, we should try to visualize what we are reading. Close attention to color, sound, sight, smell, and taste help to create a picture that is more clear and which we shall retain longer.

Durrell has expressed this very well when he says that "Poor mental imagery accompanying reading may account for many difficulties.... However, it is apparent that some pupils read with such vivid imagery of characters,

¹Broening, A. M., Law, F. H., Wilkinson, M. S., and Ziegler, C. L.: Reading for Skill, Noble and Noble, Publishers, Inc., 1936.

²Collyer, M. Arlene: "Improving Reading in the Ninth Grade," English Journal, Vol. XXIX, January, 1940.

places, colors, sounds, odors, and various other associations that their reading is an engrossing activity. Other pupils have only indistinct mental imagery and find reading unexciting and barren."¹

Most reading programs at the secondary-school level cannot be administered on the individual basis, which, of course, is the ideal situation. Witty and Kopel have recognized this when they say that "Individual study and guidance are always required as a part of intelligent readjustment of instruction for all poor readers. However, the primary problem which confronts secondary-school teachers involves providing help for the mass of poor readers through the use of practical diagnostic techniques and appropriate individual and group measures. Several experiments show clearly that teachers in regular classes can become quite proficient and effective in these aspects of their instructional responsibility."²

In discussing the need for both remedial and developmental reading, Knight and Traxler have this to say: "From an historical standpoint, the teaching of reading in the secondary schools of this country has begun as a

¹Durrell, Donald D.: Improvement of Basic Reading Abilities, World Book Company, Yonkers-on-Hudson, 1940, p. 294.

²Witty and Kopel: Reading and the Educative Process, Ginn and Company, 1939, p. 121.

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remedial reading movement and gravitated inevitably in the direction of developmental reading for all pupils. This is not surprising, for not only is there a need for guidance in reading at all levels, but also it is easier to administer a developmental reading program than one that is devoted entirely to remedial reading. For some years to come, many secondary schools will doubtless find it necessary to attack the remedial problem first, but it is hoped that they will keep in mind the reading needs of the whole group, and strive to provide eventually for attention to the reading of all their pupils. If the present unmistakable trend continues, the time is not far distant when reading will be recognized as a part of the curriculum for all students throughout the junior and senior high schools and the junior college."¹

The writer next read many materials dealing with work-type reading, the abilities for which have been listed by Gray as (1) those needed in locating reading materials which bear upon the problem at hand, (2) those involved in understanding, appraising, and selecting data that bear upon the problem, (3) those needed in organizing the ideas gained from reading, and (4) those involved in providing

¹Knight, Pearl E. and Traxler, Arthur E., "Manual for Teachers" for Develop Your Reading, Little Brown and Company, Boston, 1941, p. 2.

for the retention, the improvement, and the utilization of what has been learned.¹

Much has been written on each of these abilities, but attention here will be given mostly to those abilities which deal with the organization of ideas in the form of the summary, or precis.

The two most important abilities a student can acquire from his English course, according to Lehman,² are (1) the ability to read intelligently and (2) the ability to write clearly and accurately.

Knight and Traxler tell us that "Of all the reading skills, -- to read rapidly, to skim quickly and accurately, to know the meaning of a wide variety of words, to be able to find the facts given, to know how to pick out the more important details, or to understand written directions well enough to follow them exactly, -- there is one that is the most important: to grasp swiftly and correctly the central thought or main idea that the writer is trying to put across. The lack of this ability is a great handicap."³

¹Gray, William S., Recent Trends in Reading, University of Chicago Monograph, No. 49.

²Lehman, Paul W., The Senior Precis Practice Pad (Introduction), Palmer Company, Boston, 1934.

³Knight, Pearl E. and Traxler, Arthur E., Read and Comprehend, Little Brown and Company, Boston, 1937, p. 105.

The first thing I noticed when I stepped out
 of the car was the smell of the sea.

It was a strange smell, not like the sea I
 had known before, but it was a good smell.
 I had never before felt so at home in a
 new place. It was a feeling I had never
 experienced before.

As I walked along the beach, I noticed
 that the sand was very soft and warm.
 It was a feeling I had never before
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 at home in a new place.

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 a feeling I had never experienced before.

Since the summary puts its chief emphasis on the author's meaning, it can, handled wisely, make a distinct contribution to comprehension. Davis states that "Nowadays, educators are widely agreed that reading is essentially a process of getting meaning. The multitude of complex mechanical skills (eye movements, etc.) that are involved in the reading process are regarded as a means to an end -- that of construing the meaning of what is read."¹

Some criticism of the summary method of improving comprehension has been based on the suggestion that it interferes with increasing the rate of speed in reading. Baird and McCracken say, "It has been difficult for us to decide whether speed can be stressed as an entity per se or whether it is an attribute of power and comprehension and can be built up only from that approach. Sheer efficiency of time usage demands high-gear reading, and it would seem that most students can appreciably build up speed with no loss to comprehension."²

Smith³ feels that perhaps too much emphasis has

¹Davis, Frederick, "What Do Reading Tests Really Measure?" English Journal, Vol. XXXIII, April 1944, p. 181.

²Baird, William J., and McCracken, Paul W.: "We Teach High School Reading," English Journal, Vol. XXIX, October 1940, p. 624.

³Smith, Dora V., Evaluating Instruction in Secondary School English, English Monograph, No. 11, National Council of Teachers of English.

been placed on precis writing as a segregated and unmotivated reading technique in some areas, notably New York State, especially when the claims made for it are unsupported, for the most part, by research. She sees this as a challenge to those in supervisory positions to establish more natural and meaningful reading experiences. She suggests that research might disclose whether or not there is any relationship existing between the state's emphasis upon precis writing and the general retardation in speed of reading, especially at the high school levels.

Mirrielees also makes the suggestion that precis writing, or summarizing, has played too important a part in those sections where College Board examinations influence greatly the study of literature in the last two years of high school. However, she feels that in other sections analysis of passages is not given enough emphasis. She says, "Precis should be used somewhat as mental arithmetic drills are used: to focus scattered attention, to demand thinking, to cultivate an alert attitude toward a problem whether it be expressed in figures or words.... By precis writing, by analysis of questions for the keyword, by listing and numbering the various phrases to be discussed, by class training with such topics as, "There are at least _____ reasons why we should have student government," you are assisting pupils to recognize the

main proposition and its logical subdivision."¹

Mirrielees also calls attention to the fact that the study of literature is a continuous test of comprehension. Precis work, as well as other methods, places emphasis not only on rapid reading but on accurate comprehension of the material read. Careful study of the topic sentence for key words, and selection of the central thought in isolated and then in related paragraphs will prove effective ways of increasing reading ability, at least with those pupils of normal intelligence.²

In comparing the value of skill in summarizing with the rereading method, Gray³ feels that mere passive rereading is relatively inefficient as compared with critical reflection or with motivated reading that is directed by trial recall and guided summarizing.

Samuel Thurber, one of the first in this country to prepare printed materials for practice work in summarizing, in his search for methods which could be employed to discourage the hurried, thoughtless skimming of words, practiced by so many students, found that the

¹Mirrielees, Lucia B., Teaching Composition and Literature, Harcourt, Brace and Company, New York, 1937, pp. 189-190.

²Ibid., p. 332.

³Gray, William S., Recent Trends in Reading, University of Chicago Monograph, No. 49.

1. The Commission is composed of members who are
appointed by the President of the United States.

The Commission is authorized to investigate and
report on the activities of the Commission on
Internal Security. It is authorized to hold
hearings and to receive evidence. It is authorized
to make recommendations to the President of the
United States. It is authorized to make
recommendations to the Congress.

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writing of short, well-constructed summaries is one of the most effective ways of encouraging careful reading and constructive thinking. In his introduction to his book on precis writing, he says, "The first and perhaps the greatest value of precis writing is the demand it makes upon us to read comprehendingly and thoughtfully.

Newspapers, magazines, books surround us and thrust themselves into our busy lives. So overwhelmed are we by this avalanche of reading matter that before we know it we become "mere skimmers of the printed page." We glance from headline to headline, from sporting column to cartoon. If a paragraph is long and dull, we skip it; if a sentence is a bit involved, we lose the thought -- and let it go; if a word is unfamiliar, we dash on.... It develops a habit of seeing and thinking superficially.... But to write a precis we must look steadfastly at words, and carry sentences through to the end. We cannot skim. We must "read to digest," to distinguish between unimportant details and the central thought, to understand perfectly the very heart of the whole matter. In a word, we must think. Such reading, even if it be of only a few pages, is of profound educational value."¹

Leonard and Fuess, in preparing their book on precis writing, have shown that they have recognized the

¹Thurber, Samuel, Precis Writing for American Schools, Little, Brown and Company, Boston, 1927, pp. 3-4.

great difference between active and passive reading, and they are convinced that only some method of definite discipline can help toward becoming proficient in intelligent reading. They believe that "Intelligent reading is actually a fine art, aptitude for which depends largely upon inheritance. But a considerable degree of proficiency may be developed by steady and systematic training over a period of years. Such training necessitates the application of will-power and must be undertaken with some definite end in view, but it well repays the energy and time spent upon it. The attainment of intelligence in reading demands many things: rigorous concentration upon the printed page; a careful study of words and their uses; a thorough examination of allusions and analogies and figures of speech. The student must be willing to devote himself patiently to the following of thought-sequence and transitions, and he must never leave a page of printed matter until he has mastered its meaning. Only through some such rigorous discipline can the best results be obtained. The reward comes in the ease with which eventually even a difficult book can be understood and appreciated."¹

Although much of the practice work in reading improvement deals necessarily with short selections, this

¹Leonard, Arthur W. and Fuess, Claude M.: Practical
Precis Writing, Harcourt, Brace and Company, 1929, pp. 4-5.

should be considered only as a means to an end, -- that end being greater skill in all reading, whether it be one paragraph or an entire book. A fitting close for this research discussion is the opinion expressed many years ago by Carpenter, Baker and Scott in the following paragraph:

"Necessary as it is to understand the diction and appreciate the forms of literature, these are, after all, to be regarded only as means in the effective achievement of an end, which end is the meaning and spirit of the whole. This is the vital thing: the whole story, the whole play, the whole poem, with their significance as presentations of some thought, some mood, some phase of life. No appreciation of single parts or of particular effects is sufficient. We must know and feel the book as a whole. What does it mean? What, in a few words, would be a bare and prosaic statement of the author's idea? What is his attitude toward his theme? What are the emotions aroused? Of course an answer to these questions put in our own words is ridiculously inadequate compared with the idea as revealed in and through the book. But, none the less, such are the questions we must put to ourselves when we thoughtfully weigh what we read."¹

¹Carpenter, George R., Baker Franklin T., Scott, Fred N.: Teaching English in the Elementary and the Secondary School, Longmans, Green Company, New York, 1913, p. 254.

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A LIST OF SUGGESTIONS FOR THE TEACHING OF SUMMARIZING

Through research in the field of reading improvement, with emphasis on those materials dealing with the part which summarizing may play in that improvement, the writer has come to these conclusions:

1. The degree to which any program of reading improvement will succeed depends upon the degree to which teachers accept the responsibility. A planned and concerted effort in all fields is necessary.
2. It is essential that every teacher should give his students basic reading concepts for each type of material which they are using.
3. Many individual difficulties may be prevented by doing check-up work with an entire group occasionally.
4. Motivation is most important in this work since there will be little improvement unless the student sees a need for the work.
5. Remedial work cannot be successful if the student opposes it.
6. Improvement work must be systematic and intensive.
7. Remedial work must be as individualized as is possible in any system.
8. The main reason why pupils do not find meaning in what they read is that they are not looking for it.

9. Concentration makes intelligence productive.
10. Choosing materials of sufficient difficulty and adequate interest is most important.
11. Isolated paragraphs are better for illustrative work than entire selections.
12. Summarizing is not to take the place of all other composition but is to be used in a way that will give definite help in reading and writing.
13. The use of the single sentence summary of a short selection is probably better for most students until, after much practice, they can handle longer selections which would require summaries of several sentences.
14. With most students, emphasis should be on skills and mechanics rather than on unrestrained reading.
15. Even the more capable students may increase their speed and comprehension through proper direction.
16. Some of the factors frequently related to deficiencies in silent reading are:
 - (a) Mental status
 - (b) Ill health
 - (c) Sensory defects
 - (d) Emotional difficulties
 - (e) Unfavorable attitude toward reading

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100. hundredth of these is the fact that the

17. Instruction in silent reading skills have a beneficial effect on the study of the sentence, the paragraph, vocabulary, punctuation, written and spoken English, as well as on the entire program of required and free reading.
18. There is likely to be a gradual improvement in written expression as students become more conscious of sentence power, and as they continue to test the solidity of thought in the paragraphs which they read.
19. The improvement of reading rate and comprehension is necessary because of the emphasis upon extensive reading in secondary schools.
20. Enrichment reading must not be neglected. Imagery and delight in reading must be emphasized.
21. The effectiveness of the work will be proved when students become proficient in using the summary in their own work.

PART II

A WORKBOOK IN SUMMARIZING FOR THE JUNIOR HIGH SCHOOL



SUMMARIZING

A WORKBOOK FOR THE JUNIOR HIGH SCHOOL

Gertrude E. Wood

Belmont Junior High School

Belmont, Massachusetts

1877

1877

1877

1877

1877

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CHAPTER 10

10.1

10.2

1. The first part of the proof is to show that the function f is continuous at a .
2. Let $\epsilon > 0$ be given. We need to find $\delta > 0$ such that if $|x - a| < \delta$, then $|f(x) - f(a)| < \epsilon$.
3. Since f is bounded on $[a - 1, a + 1]$, there exists $M > 0$ such that $|f(x)| \leq M$ for all x in this interval.
4. Choose $\delta = \min\{1, \epsilon/M\}$. Then if $|x - a| < \delta$, we have $|f(x) - f(a)| \leq |f(x)| + |f(a)| \leq M + M = 2M$.
5. But $2M < \epsilon$ because $\delta \leq \epsilon/M$.
6. Therefore, $|f(x) - f(a)| < \epsilon$ whenever $|x - a| < \delta$.
7. This shows that f is continuous at a .
8. The second part of the proof is to show that f is uniformly continuous on $[a, b]$.
9. Let $\epsilon > 0$ be given. We need to find $\delta > 0$ such that if $|x - y| < \delta$, then $|f(x) - f(y)| < \epsilon$.
10. Since f is continuous on $[a, b]$, it is also bounded on $[a, b]$. Let $M > 0$ be such that $|f(x)| \leq M$ for all x in $[a, b]$.
11. Choose $\delta = \min\{1, \epsilon/M\}$. Then if $|x - y| < \delta$, we have $|f(x) - f(y)| \leq |f(x)| + |f(y)| \leq M + M = 2M$.
12. But $2M < \epsilon$ because $\delta \leq \epsilon/M$.
13. Therefore, $|f(x) - f(y)| < \epsilon$ whenever $|x - y| < \delta$.
14. This shows that f is uniformly continuous on $[a, b]$.
15. The third part of the proof is to show that f is differentiable at a .

INTRODUCTION

TO THE TEACHER:

A good foundation for summarizing is the sentence summary of a short selection since it demands clear thinking and gives excellent practice in the structure of long sentences. Most of the paragraphs in the Instructional Materials have been included with the idea of the use of the sentence summary.

The paragraphs used in this Workbook have been selected from junior high school textbooks. It is intended that they shall be supplemented by other paragraphs which the individual teacher will select. At first, it would be better to have the paragraphs too easy rather than too difficult. As skill in summarizing comes, the paragraphs should become more difficult.

Summarizing practice may be varied by reading selections to the class. Another variation might be the oral summary, with emphasis on the compact and complete sentence.

Motivation in all of this work is most important, and probably the best motivation of all is to lead the pupils to see that skill in summarizing is a definite aid in the preparation for many of

their subjects.

It is generally thought that in the first work in summarizing better results come from intensive work over a short period than from intermittent work over a long period.

TO THE PUPIL:

Most people are interested in any method which will help them get their work done efficiently. So it is in our school work. Any skill which will enable us to do our work well as quickly as possible is worth developing. When we have learned to restate briefly in our own words the thoughts taken from the printed page, we have developed a skill which will be valuable to us in much of our school work and in our reading outside school.

Skill in summarizing will give us (a) the ability to read intelligently, (b) the ability to write clearly and accurately, and (c) the development of a technique that will help us to get the maximum out of our readings in any field of study.

A summary is a brief, original statement, or series of statements, which gives the important ideas of a longer selection. It is never a list of facts or a series of separate thoughts. After all unnecessary

It is a very common thing to find a
man who is very good at his work
and who is very honest and who is
very kind and who is very
very good at his work.

THE END

There is a very common thing to find a
man who is very good at his work
and who is very honest and who is
very kind and who is very
very good at his work. There is a
very common thing to find a man
who is very good at his work and
who is very honest and who is very
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his work and who is very honest and
who is very kind and who is very
good at his work.

There is a very common thing to find a
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very honest and who is very kind
and who is very good at his work.

details have been eliminated, the important thoughts are expressed in well-constructed sentences.

Example:

Slavery existed in very early ages and among all peoples. We have seen how it was introduced into Virginia in the early days of the colony. Gradually slavery spread into all the colonies, North as well as South. Few people, if any, thought it wrong.

(Our United States - Woodburn, Moran, Hill)

Principal idea: Most people favored slavery, for it was an ancient practice.

Skill in making summaries can do much toward making us more interesting as story-tellers, conversationalists, and letter-writers. While listening to someone give a long drawn-out account of some story, news item, or movie, have you wished that that person knew something of the technique of summarizing? Occasional definite, earnest practice in this work will help to make what you say and what you write more interesting to others.

PRELIMINARY TEST IN SUMMARIZING

EXTRACTS OF THE JOURNAL

PRELIMINARY TEST IN SUMMARIZING

It is possible to summarize each of the following paragraphs in one sentence. Try them to see how well you can grasp the central thought and then express that thought in a well-constructed sentence. If you find that you have difficulty in doing this, you will have an opportunity during the discussion which will follow the writing to discover where you are making your mistakes and which of the steps in the workbook you will need to emphasize most.

Work carefully. This is not a speed test. Clear thinking and correct expression of an idea are most important.

1. The most successful garden is the one planned long ahead. This is true whether you plan for a vegetable garden, flower garden, or a landscaping plan to include the house, shrubs, flowers, and vegetables. He who waits until planting time to plan his garden is likely to be disappointed. In fact, a garden is a year-round affair, not just a spring and summer interest.

Our Environment, Book II, Carpenter and Wood
SUMMARY:

2. Film is an art. There is no other art with so many means of expression. Painting has composition, color, line; the novel has the word; the dance has movement and rhythm. The film has all these, and yet is an art form in itself. It draws upon the gifts of many creative artists and integrates their contributions into a new whole. The coordination of these many means of expression is the job of the director.

"Movies...Industry or Art?", Senior Scholastic,
March 22, 1948

SUMMARY:

3. In much the same fashion, but less rapidly, the cattle went forth upon the plain, and as each herd contained not only the growing steers but the family cows, it became the duty of one boy from each farm to mount a horse at five o'clock every afternoon and "hunt the cattle," a task seldom shirked. My brother and I took turn and turn about this delightful task, and soon learned to ride like Comanches. In fact, we lived in the saddle, when freed from duty in the field. Burton often met us

on the feeding grounds, and at such times the prairie seemed an excellent place for boys. As we galloped along together it was easy to imagine ourselves Wild Bill and Buckskin Joe in pursuit of Indians or buffalo.

From A Son of the Middle Border - Hamlin Garland

SUMMARY:

4. Whatever office you visit at 1 Madison, you will find happy-looking employees. Plainly, they like working for the Metropolitan (Life Insurance Company) -- and you can't blame them. They get free medical and dental examinations annually. On rainy days, the company provides them with umbrellas. If they are hobby-minded or musical, they may join the camera club, the band, the glee club, the stamp-collecting club, the dramatic club or half a dozen other thriving organizations. For those who want exercise the big company gymnasium is always available.

"Biggest Company in the U. S. A. " by Norman Carlisle, Coronet.

SUMMARY:

5. The Garden (Madison Square) could hardly escape having a distinctive personality, for it is capable of lightning-like shifts of mood. It can be loud and brawling at a hockey game in the afternoon, reverent and subdued at a memorial meeting at night. It is giddy to the point of insanity with a dance marathon, and studiously rapt at a Toscanini concert. With no apparent effort, it shifts from the cold perfection of a Sonja Henie skating exhibition to the dreary exhaustion of the walkathon.

"America's Indoor Playground" by J. D. Ratcliff,
Coronet.

SUMMARY:

6. The history of movies is short. The first public showing of a film took place in 1895. In the 53 years since that date, the movies have developed phenomenally. With about 90 million Americans --

1870

The first thing I saw when I stepped out of the
train at the station was a bright sun shining
down on the water. The water was so clear
and so blue that it looked like a mirror.
I had heard that the water was good, but I
didn't know it was so good. I had heard
that the water was good, but I didn't know
it was so good. I had heard that the water
was good, but I didn't know it was so good.
I had heard that the water was good, but I
didn't know it was so good. I had heard
that the water was good, but I didn't know
it was so good. I had heard that the water
was good, but I didn't know it was so good.

1871

The second thing I saw when I stepped out of the
train at the station was a bright sun shining
down on the water. The water was so clear
and so blue that it looked like a mirror.
I had heard that the water was good, but I
didn't know it was so good. I had heard
that the water was good, but I didn't know
it was so good. I had heard that the water
was good, but I didn't know it was so good.

1872

The third thing I saw when I stepped out of the
train at the station was a bright sun shining
down on the water. The water was so clear
and so blue that it looked like a mirror.
I had heard that the water was good, but I
didn't know it was so good. I had heard
that the water was good, but I didn't know
it was so good. I had heard that the water
was good, but I didn't know it was so good.

and many millions more all over the world -- going to the movies every week, film-making has become big business. The Hollywood studios turn out on an average of more than one movie a day. In many cases these films represent large investments. Like any other manufacturer, the movie producer must sell his product. He dares not risk popular disapproval. He must please as many people as possible and offend as few as possible. It is this necessity for mass approval that has tended to standardize films and has hindered their development as an art.

"Movies... Industry or Art?" Senior Scholastic,
March 22, 1948.

SUMMARY:

7. Suppose you adjust your imaginary telescope now, and try to see yourself twelve years from the present. What do you think that you will be doing? Undoubtedly, you will have some occupation. It may be one that you do not care for particularly, or it may be one that you have deliberately chosen and that you enjoy every day. To guard against

the danger of drifting, your parents and your teachers want you to begin to think seriously about your future work, and try to discover what you are best fitted to do.

Our Junior High School, Holbrook and McGregor

SUMMARY:

8. No plan has been criticized so extensively as the ordinary form of city government. Dishonesty and inefficiency in city government have been very common. Queerly enough, it was a great catastrophe that led to the forming of a new kind of government. In 1901, the city of Galveston, Texas, was overwhelmed by a tidal wave. The situation demanded unusual measures. Many new and pressing wants arose, and the old council form of government could not take care of them. The result was the creation of a new form which was called the commission.

Making a Living, Leverett S. Lyon

SUMMARY:

9. The bear, meanwhile, as the fiery doom closed in upon him, began to tremble. Except for the wise fox, he was the only beast in all that wretched company with intelligence enough to think and to realize the full horror of their fate. There was no hole under the bank big enough to shelter his huge bulk. He whimpered miserably and turned his eyes with longing down the wild channel by which the others had fled. But he could not dare the path. It seemed an equally sure destruction. And already it was but a seething, darkened avenue of violence between two walls of smoke and flame.

The Feet of the Furtive, Charles G. D. Roberts

SUMMARY:

10. Dinner was perhaps the busiest hour in father's hard working day. Whatever else Murray and Jean might be learning at college, carving had been omitted from the curriculum. Father was left to struggle alone, as usual, with the huge roasts which were wont to vanish with startling rapidity before the onslaughts of the young Hendersons. No sooner would a first expeditionary force of

The first, and most important, of these is the fact that the
 present system of taxation is not only unfair, but it is also
 inefficient. It is unfair because it places a heavy burden
 upon the few who are able to pay it, while the many who
 are unable to pay it are left without any means of
 support. It is inefficient because it does not encourage
 the production of wealth, but rather it discourages it.
 The second, and most important, of these is the fact that
 the present system of taxation is not only unfair, but it is
 also inefficient. It is unfair because it places a heavy
 burden upon the few who are able to pay it, while the many
 who are unable to pay it are left without any means of
 support. It is inefficient because it does not encourage
 the production of wealth, but rather it discourages it.

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 burden upon the few who are able to pay it, while the many
 who are unable to pay it are left without any means of
 support. It is inefficient because it does not encourage
 the production of wealth, but rather it discourages it.

well-filled plates be sent forth than, before Father could do more than cut up Trottie's meat, the long procession would be filing back again to a tumultuous chorus of encores. Between relays, there were the twins' covert scufflings to be suppressed. Mother was admittedly the disciplinarian of the family, but Father's quiet "Boys! I had been looking forward to a quiet dinner hour" had power to soothe the stormier moments.

"A Parable for Fathers," Julia Francis Wood,
from Literature We Like by Blankenship and
Nash

SUMMARY:

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INSTRUCTIONAL MATERIALS

Macmillan Company

A. THE SELECTION OF MAJOR IDEAS IN A PARAGRAPH

You will find six paragraphs given below. The first one is given as an example. Study it carefully. Then proceed to the other paragraphs, writing in the space after each the items which are most important in the paragraph. (The letters do not indicate the number of items you should list.)

Example:

1. Houses in the cities and towns were often larger and more elaborate than houses in the country and were built of a greater variety of materials. In Boston, for example, many of the houses were two or three stories tall, and a third of them were built entirely of brick. Some in New York were even four or five stories in height, and stone, brick, and tiles were used. Philadelphia houses were built of brick and generally had three floors. Southern towns were few in number, and wood was the most common building material, although brick was used much in South Carolina.

(The American People and Nation, Tryon, Lingley, Morehouse)

- (a) Houses in the cities and towns were often larger than the houses in the country.

(b) They were also built of a greater variety of materials.

(c) Wood was the most common building material in the South.

2. Every day sees new additions and improvements to the radio. Each article and book printed about it is behind the times before it comes from the press. It is making many people more contented because they feel in closer touch with great artists in every line of work. Its greatest function should be to knit more closely the whole world in a deeper feeling of brotherhood. If this will help to remove the misunderstandings that cause war, it will be one of mankind's greatest blessings.

(a)

(b)

(c)

(d)

3. The mail is not fast enough for all our needs. What would newspapers, railroads, and business men do if they had only the mail to depend upon for communication? So, the telegraph and the telephone play a big part in making swift and convenient the business and pleasures of today.

In several important countries, the telegraph and the telephone are as completely under the control of the government as is our post office.

(Building Citizenship -- Hughes)

(a)

(b)

(c)

(d)

4. These Conestoga wagons were the great freight-carriers of pioneer days. There were three thousand at one time traveling back and forth between Philadelphia and western Pennsylvania towns. In the Revolution they rendered great service to the Continental Army, and during the War of 1812 transported arms and supplies to the troops on the frontier. From Pennsylvania the use of the Conestoga spread to every section of the country, and under the new name of "prairie schooner," the Conestoga wagon carried the early tides of emigration across the plains and the Rocky Mountains to the Pacific coast.

("Travel in the Colonies"-- Holland)
Junior High School Literature, Elson, Keck,
 Burris

(a)

(b)

It is a very common mistake to suppose that the
only way to get the best of the world is to
be the best of the world. This is a very
common mistake.

It is a very common mistake to suppose that the
only way to get the best of the world is to
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only way to get the best of the world is to
be the best of the world. This is a very
common mistake.

(c)

(d)

5. Will anybody deny that voting is another citizenship duty? Indeed, it is both a duty and a privilege, for the state does not give this privilege to everyone. It may be inconvenient to go to the polling place two or three times a year to register or vote; but bad citizens will not usually overlook this matter. Good citizens must be even more vigilant, or else put up with the kind of government of which they may be constantly complaining. If more of our good citizens, too, were willing to serve on registration boards and election boards, we might have more intelligent service in the management of our elections.

(Building Citizenship -- Hughes)

(a)

(b)

(c)

(d)

6. If we continue to use coal at the present rate and under present inefficient conditions of burning it, the prediction is made that the supply will not last many generations. As in

1871

1872

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1873

1874

1875

1876

... ..

the case of wood, when coal is burned, many valuable by-products are lost. Perhaps coal may at some future time be treated at the mines by destructive distillation so that the by-products will be saved and the gas alone will be shipped for use. More efficient methods of burning both coal and gas must be found to help conserve our fuel supply. Your study of science will help you to conserve fuels and to reduce your heating and cooking bills.

(Our Environment - Its Relation to Us --
Carpenter and Wood)

(a)

(b)

(c)

(d)

B. IDENTIFYING MINOR IDEAS

You have selected the major ideas from the six preceding paragraphs. While doing that, you noticed the ideas which were subordinate, or minor. Return to those same paragraphs, and either orally or on a separate sheet of paper, list the minor ideas of each.

C. EXPRESSING MAIN IDEAS IN QUESTION FORM

Writing in question form the main idea which the paragraph attempts to answer is another method of improving our skill in the selection of essential ideas.

After each of the following paragraphs, write a question which must have for its answer the central thought of the paragraph.

Example: (From The American People and Nation --
Tryon, Tingley, Morehouse)

At first there was great enthusiasm over the success of Columbus. Then complaint was made that he had not brought back the large quantities of gold and spices that the Spanish desired; and so between 1493 and 1504 he made three more voyages, on one of which he touched the continent of South America. His failure to find gold, and his quarrels with the Spanish officers who went with him, made him unpopular. Once he was sent back to Spain a prisoner, with chains fastened to his ankles. He died in 1506, soon after his fourth voyage, without knowing that he had discovered a new continent, but believing merely that the lands he had discovered were some of the islands of the East Indies.

Question: What caused Columbus to become so unpopular?

1. Not only are foods, including milk, required by law to be protected against flies, dirt, and disease, but they must meet certain standards determined by the United States Pure Food and Drug Acts. Canned foods must have labels which tell the weight of the contents and the names of the preservatives used.

(Our Environment -- Carpenter and Wood)

Question:

2. It takes time to train and equip an army. To this end huge camps, some of them capable of holding 50,000 to 75,000 men, were built in many parts of the United States. The great factories of the country abandoned their usual business and took up the making of supplies of war -- guns, ammunition, uniforms, shoes, foodstuffs, airplanes.

(Our United States -- Woodburn, Moran, Hill)

Question:

3. Water must be brought into the house and waste water taken out. In communities with a common supply system, the water is brought to the house through water mains and distributed through small pipes. Water and sewage wastes are disposed of through waste pipe lines which empty into special disposal tanks or into city sewers. Plumbing has to do with

water and waste piping in the house.

(Our Environment -- Carpenter and Wood)

Question:

4. Everybody went to church, driving in or walking from the distant farms with the whole family and carrying enough food for dinner. After church the people had their noonday meal. The men gathered in small groups and talked about the crops, the farm animals, or the weather, while the women exchanged gossip and chattered about household matters. The children talked together and had as much quiet fun as they could without being reproved by their elders. Altogether, the Sunday was not so unpleasant as it is sometimes represented.

(The American People and Nation -- Tryon, Lingley, Morehouse)

Question:

5. School is life itself, it has been truly said; yet one of the school's chief services is to help prepare us for still greater life. Two valuable things it teaches are cooperation and patience. School accustoms us to adjust our own whims and fancies to the welfare of others. School clubs and activities give us the opportunity to try ourselves out and compare our talents with others.

(Building Citizenship -- Hughes)

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Question:

6. Washington was a builder -- a creator. He had a national mind. He was constantly warning his countrymen of the danger of settling problems in accordance with sectional interests. His idea in regard to the opening of our western territory were thought out primarily for the benefit of the nation. It has been said that he would have been the greatest man in America had there been no Revolutionary War.

(Washington Stands Alone -- Calvin Coolidge)
Junior High School Literature, Elson, Keck & Burris.

Question:

7. Now imagine for a moment, what would happen if all rainfall should cease. All rivers and streams would at once show a marked decrease in stream flow; the lakes would soon become shallow; the earth itself would lose its fertility and turn into a barren waste. Trees would lose their leaves, vegetables would dry up, and crops would not grow. All living things would be obliged to live along the seacoasts, and even here, life would eventually end. Rainfall means life; life means industry and work. Storms are part of nature's service to man.

(Our Environment -- Carpenter and Wood)

1891

1. The first thing I noticed when I stepped out of the train at the station was the cold. It was a sharp contrast to the warm, humid air of the South. I had heard that the weather in the North was harsh, but I didn't realize how cold it would be. The wind was biting, and the snow was falling in soft, white flakes. I pulled my coat tighter around me and walked quickly towards the entrance of the station. The people around me were all bundled up in heavy coats and hats, their faces pale from the cold. I felt a little out of place, but I tried to keep my head down and focus on my destination. The station was busy, with people coming and going, but I didn't see anyone who looked like I did. I was a stranger in a strange land, and I knew I had to find my way on my own.

2. The second thing I noticed was the silence. It was a strange silence, not the quiet of a peaceful place, but the silence of a place where everyone was too busy to talk. I had heard that the people in the North were friendly, but I didn't realize how reserved they would be. They didn't smile at me, and they didn't ask me any questions. I felt like I was an intruder in their world, and I knew I had to be careful not to draw attention to myself. I walked through the station, looking for the train that would take me to my destination. The train was there, but I didn't get on. I was too nervous, and I didn't know what to do. I stood there for a moment, looking at the train, and then I turned and walked away. I didn't know where I was going, but I knew I had to go. I walked down the street, looking for a place to stay. I found a small, one-story house with a porch. The porch was covered in snow, and the door was slightly ajar. I went inside, and I found a small room with a bed and a table. It was simple, but it was a place to stay. I sat on the bed, looking out the window at the snow-covered street. I felt a little better, but I still didn't know what to do. I knew I had to find a way to make a living, and I knew I had to find a way to fit in. I didn't know how to do that, but I knew I had to try. I stood up and walked to the door. I opened the door, and I looked out at the snow-covered street. I took a deep breath, and I walked out. I was a stranger in a strange land, and I knew I had to find my way on my own.

1892

1. The first thing I noticed when I stepped out of the train at the station was the cold. It was a sharp contrast to the warm, humid air of the South. I had heard that the weather in the North was harsh, but I didn't realize how cold it would be. The wind was biting, and the snow was falling in soft, white flakes. I pulled my coat tighter around me and walked quickly towards the entrance of the station. The people around me were all bundled up in heavy coats and hats, their faces pale from the cold. I felt a little out of place, but I tried to keep my head down and focus on my destination. The station was busy, with people coming and going, but I didn't see anyone who looked like I did. I was a stranger in a strange land, and I knew I had to find my way on my own.

2. The second thing I noticed was the silence. It was a strange silence, not the quiet of a peaceful place, but the silence of a place where everyone was too busy to talk. I had heard that the people in the North were friendly, but I didn't realize how reserved they would be. They didn't smile at me, and they didn't ask me any questions. I felt like I was an intruder in their world, and I knew I had to be careful not to draw attention to myself. I walked through the station, looking for the train that would take me to my destination. The train was there, but I didn't get on. I was too nervous, and I didn't know what to do. I stood there for a moment, looking at the train, and then I turned and walked away. I didn't know where I was going, but I knew I had to go. I walked down the street, looking for a place to stay. I found a small, one-story house with a porch. The porch was covered in snow, and the door was slightly ajar. I went inside, and I found a small room with a bed and a table. It was simple, but it was a place to stay. I sat on the bed, looking out the window at the snow-covered street. I felt a little better, but I still didn't know what to do. I knew I had to find a way to make a living, and I knew I had to find a way to fit in. I didn't know how to do that, but I knew I had to try. I stood up and walked to the door. I opened the door, and I looked out at the snow-covered street. I took a deep breath, and I walked out. I was a stranger in a strange land, and I knew I had to find my way on my own.

Question:

8. When the first settlers came, and later when colonists were settling new lands, of course they had to live in the roughest sort of shelter. Some of the earliest settlers in Pennsylvania took refuge under the foliage of large trees. In some parts of New England, New Netherland, and Pennsylvania they dug caves in the sides of steep banks. Most of the first houses on Manhattan Island, where New York now stands, were built of bark peeled from the trees. Some of these were "three-faced camps"; that is, they were closed in on only three sides. On the fourth side they were open. The opening served as door and window, and the fire was built at this point. Abraham Lincoln lived in such a home as late as 1816.

(The American People and Nation -- Tryon,
Lingley, Morehouse

Question:

9. As the war drew to an end, President Lincoln received hundreds of letters from anxious parents asking for news of their boys. The list of missing totaled sixty thousand. In despair, the President sent for Clara Barton, thinking she had more information than anyone else, and asked her to take up the task.

CHAPTER I

The first thing I noticed when I stepped out of the train was the cold. It was a sharp, biting cold that seemed to penetrate my very bones. I shivered as I walked towards the station entrance, my hands tucked into my pockets. The air was thick with the scent of coal and the sound of distant whistles. I looked around, trying to make sense of the scene before me. The station was a large, imposing building with a high, arched roof. The platform was crowded with people, some waiting and others in motion. I saw a man in a dark coat and hat standing near the tracks, his back to me. He seemed to be looking at something on the ground. I walked past him, my eyes fixed on the path ahead. The ground was wet and slippery, reflecting the light from the station's windows. I felt a sudden urge to stop, to look back at the man. But I didn't. I kept walking, my heart pounding in my chest. The cold was becoming more intense, and I knew I had to get inside. I reached the entrance of the station, the heavy doors swinging open as I entered. The warmth inside was a relief, but the atmosphere was still strange. The people here seemed to be in a hurry, their faces set in expressions of concern or determination. I looked for the man I had seen outside, but he was gone. I felt a sense of loss, a feeling that I had missed something important. I turned away, my eyes drawn to a small, dimly lit room in the corner of the station. The room was empty, the air still and heavy. I walked towards it, my footsteps echoing on the floor. The door was slightly ajar, and I pushed it open. The room was small and cluttered, with a desk and a chair. On the desk, there was a small, framed photograph. I picked it up, my fingers trembling. It was a portrait of a man, a man who looked familiar to me. I stared at it for a long time, trying to remember where I had seen him before. The cold was still there, but it didn't seem to matter anymore. I had found something, and I knew it was important.

CHAPTER II

The man in the photograph was the same man I had seen outside the station. I knew this because I had seen him in the newspaper. The newspaper was a small, local paper that I had picked up on my way to the station. It was the only one I had seen, and it was the only one that had the man's picture on it. The man was a young man, with dark hair and a serious expression. He was wearing a dark coat and a hat, just like the man I had seen outside the station. I had seen the newspaper in a small, cluttered room in the corner of the station. The room was empty, the air still and heavy. I walked towards it, my footsteps echoing on the floor. The door was slightly ajar, and I pushed it open. The room was small and cluttered, with a desk and a chair. On the desk, there was a small, framed photograph. I picked it up, my fingers trembling. It was a portrait of a man, a man who looked familiar to me. I stared at it for a long time, trying to remember where I had seen him before. The cold was still there, but it didn't seem to matter anymore. I had found something, and I knew it was important.

A four-years' task it proved to be. She copied the infirmary and burial lists. She studied records of prisons and hospitals. She succeeded in tracing and sending definite word about thirty thousand men. Through the whole country her name became a household word.

(Clara Barton -- by Grace Humphrey from
Growth in Reading, Pooley-Walcott-Gray)

Question:

10. One day there was a jumping match on the New Haven Green. The young men were skillful and many of them made very long leaps. When Hale's turn came, he caused every eye to open in astonishment, for as he sprang from the ground he seemed to go sailing through the air like a bird. When he struck the earth he was so far in advance of all the others that they clapped their hands with delight. A jump of that length had never been seen. His friends were so pleased that they marked the spot where he had left the ground and where he came down. They then put a fence around it to prevent the marks from being rubbed out. That fence stood for many years. When any student began to boast of what he could do in the way of jumping, the others would take him to the spot and point out what Nathan Hale did when he was

at Yale.

(The Martyr Patriot -- Edward Ellis)
Literature and Living, Lyman and Hill

Question:

D. WRITING LONGER SENTENCES

While the short simple sentence can be used effectively many times, variety in structure and better expression can be gained more easily by using the longer sentence with the phrases and subordinate clauses carrying the minor ideas.

Review what you have learned already about phrases and clauses, their placement and punctuation.

Then combine the short sentences in each of the following groups into one well-constructed sentence.

Example:

Texas is a large state. It has comparatively few large cities. Two cities in Texas are Dallas and Fort Worth.

One sentence: Texas is a large state which has comparatively few large cities, two of which are Dallas and Fort Worth.

Or: Dallas and Fort Worth are cities in Texas, which is a large state with comparatively few large cities.

1897

THE UNIVERSITY OF CHICAGO
CHICAGO, ILL.

1897

PROFESSOR OF PHYSICS

Dear Sir,
I have the honor to acknowledge the receipt of your letter of the 10th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,
Yours truly,
J. H. P. [Signature]

1897

Very truly,
J. H. P. [Signature]

1897

Very truly,
J. H. P. [Signature]

1897

Very truly,
J. H. P. [Signature]

1897

1. The man was greatly troubled. He found himself in enemy territory. He was carrying important state papers.

One sentence:

2. My brother is a Cub Scout. He tries to do a good deed every day. Sometimes he forgets about it. It makes him unhappy when he forgets it.

One sentence:

3. We reached Buffalo in the afternoon. It was time for dinner when we arrived. We decided to find a room at a hotel. The next day we would go out to Niagara Falls.

One sentence:

4. The cave was miles away. Many interesting stories had been told us about it. It was reached by a winding path. The path was steep and rocky. We were eager to see the cave.

One sentence:

1. The first thing I noticed when I stepped out of the plane was the fresh air. It felt like I had been in a bubble for the last few days. The sun was shining brightly, and the birds were singing. It was a beautiful sight.

2. I had heard that the weather was perfect, but I didn't realize how good it would be. The temperature was just what I needed. It was a relief to be outside again.

3. I had heard that the food was good, but I didn't realize how delicious it would be. The chef was a real professional. He had a lot of experience, and he knew his stuff. The food was just what I needed.

4. I had heard that the service was good, but I didn't realize how good it would be. The waiter was a real professional. He had a lot of experience, and he knew his stuff. The service was just what I needed.

5. The house had green shutters. It had been built before the Revolutionary War. It had once been used as Washington's headquarters. It was several miles off the main highway.

One sentence:

6. Over the fireplace hung a picture. It was of a knight. The knight was wearing armor. The fireplace was large. On the opposite wall hung a huge tapestry.

One sentence:

7. The schoolhouse was a low building. It was rudely constructed of logs. It contained but one room. The room was a large one. The windows were small. They were patched paper.

One sentence:

8. We were walking up the street. We met Tom. He suggested that we go down to the wharf to watch the boat come in. We arrived just as the passengers started to come off the boat.

One sentence:

9. The storm had raged for three hours. The lightning had grown less frequent. We waited anxiously for our friend's return. Then at last the doorbell sounded.

One sentence:

10. Our football team won the state championship. Most of our boys are smaller than the boys on the other teams. They are quick and strong. They know how to cooperate well. That is why they were successful. It is the first time our school has won the championship.

One sentence:

E. PRACTICE WORK IN CHANGING PRESENT TENSE, DIRECT ADDRESS TO PAST TENSE, INDIRECT ADDRESS

Since all of the exact words of a speaker are not always needed in summarizing his thought, it is better to change all direct address to indirect.

The statements below contain the exact words of a speaker. Rearrange the words so that the meaning is the same but not expressed in the exact words, thereby needing no quotation marks.

1. The first of these is the fact that the
the first of these is the fact that the
the first of these is the fact that the
the first of these is the fact that the

2. The second of these is the fact that the
the second of these is the fact that the
the second of these is the fact that the
the second of these is the fact that the

3. The third of these is the fact that the
the third of these is the fact that the
the third of these is the fact that the
the third of these is the fact that the

Example:

Direct: "I cannot help you with the problem," replied John, "because I have never studied algebra."

Indirect: John said he could not help with the problem because he had never studied algebra.

1. "Though I have travelled in all parts of the world," said the lecturer, "I am always returning to New England."

Indirect:

2. "We shall be very glad to accommodate you if you will let us know in advance," the manager wrote in reply.

Indirect:

3. "John has not done well in his work this year," said his mother, "since he has lost much time because of illness."

Indirect:

4. "Since the train was late in starting, we arrived in New York too late for the meeting," said Father.

Indirect:

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607-7070
TEL: (773) 835-5100 FAX: (773) 835-5101
WWW: WWW.CHEM.UCHICAGO.EDU

CHICAGO, ILLINOIS 60607-7070

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607-7070
TEL: (773) 835-5100 FAX: (773) 835-5101
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DIVISION OF THE PHYSICAL SCIENCES
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530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607-7070
TEL: (773) 835-5100 FAX: (773) 835-5101
WWW: WWW.CHEM.UCHICAGO.EDU

5. "Our suggestion is that we spend the night here,"
said the officer.

Indirect:

6. "Having studied Spanish in school," Mary replied,
"I could understand what our Spanish guide was saying."

Indirect:

7. "Having lost our road map, we spent hours trying to
find our way here," explained the weary driver.

Indirect:

8. "I have always gone to camp," said Bob, "but this
summer I'm going to get a job."

Indirect:

9. "Needing no help at present," replied the merchant,
"I cannot hire you."

Indirect:

10. "I will call another meeting for further discussion
next Friday," the chairman announced.

Indirect:

1. The first of these is the fact that the present state of the

country is not such

as to

2. The second of these is the fact that the present state of the

country is not such as to

as to

3. The third of these is the fact that the present state of the

country is not such as to

as to

4. The fourth of these is the fact that the present state of the

country is not such as to

as to

5. The fifth of these is the fact that the present state of the

country is not such as to

as to

6. The sixth of these is the fact that the present state of the

country is not such as to

as to

F. CRITICISM OF SUMMARIES

After each of the paragraphs below, you will find several sentence summaries. You are to underline the one statement which you think summarizes the paragraph best.

1. We have already had much to say about cooperation, or teamwork. How necessary shall we find this to be as we study our economic life. The work of the nation might have to stand still if just one large class of workers should not perform its customary duties for even a week. We expect others to feed us, to clothe us, to carry our messages, to provide the means for us to travel in work or play. We depend upon others even in the actual carrying on of our own work.

(Building Citizenship -- Hughes)

- (a) Everyone should study our economic life.
 - (b) One large class of workers should not be allowed to interfere with the work of other people.
 - (c) We are definitely dependent upon other people for the supplying of most of our needs.
 - (d) Many people have a share in providing our food.
2. On the other hand, in justice to the South, it must be remembered that while slavery led the South into war, it was not slavery that the southern soldiers

took up arms to defend. Some of the southern leaders were ready to use secession as a means of saving slavery, but the great majority of the southern people never owned a slave. They believed that a state had the right to secede. They did not think that the Union was a nation, but that each state was "sovereign" and had the right to secede.

(Our United States -- Woodburn, Moran, Hill)

- (a) The South fought to preserve states' rights.
- (b) Many of the southern soldiers were not interested in slavery.
- (c) Many southern people did not own slaves.
- (d) Any state had the right to secede if it wanted to do so.

3. The League of Nations has been of great service in many ways. It relieved much of the distress that existed in several countries after the World War. It has tried to establish some restraint on the sale of opium and other harmful drugs. It has engaged in activities to promote health and to reduce the dangers of epidemics. On the whole these activities have been much more successful than those connected with war.

(Building Citizenship -- Hughes)

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- (a) The League of Nations has not been successful in stopping war.
 - (b) Opium and other harmful drugs have caused much distress in the world.
 - (c) The League of Nations has been more successful in the field of public health than in any other.
4. The women and girls of England, France, and the United States also helped to win the war. They "kept the home fires burning" while the men fought the battles. Clad in uniforms, with trousers taking the place of skirts, women worked in the fields and in the factories, in addition to nursing in the hospitals and driving ambulances and automobiles.
- (Our United States -- Woodburn, Moran, Hill)
- (a) "Keeping the home fires burning" is as important as fighting battles.
 - (b) Women of the Allies helped their men win the war.
 - (c) Ambulances were driven by women during the World War.
 - (d) Women who helped in war activities wore uniforms.
5. After Smith left there came a period of horrible suffering known as the "starving time." Food supplies gave out. For weeks the colonists nearly starved, barely keeping soul and body together by eating such things as roots, dogs, and mice.

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Once the few colonists who were left alive were on the point of giving up and returning to England, when they saw an incoming ship laden with men and supplies. With renewed hope they turned back to their task of making a permanent settlement in America. Nothing in all American History is more heroic than the courage of these men in the face of difficulty and death.

(The American People and Nation -- Tryon,
Lingley, Morehouse

- (a) There have been many splendid examples of heroic courage in the history of our country.
 - (b) There were great difficulties in Smith's colony because of his departure.
 - (c) The ship from England encouraged the colonists to go on with their difficult tasks.
 - (d) The period of horrible suffering was known as the "starving" time.
6. For almost a century the United States followed the policy keeping to itself as much as possible. It did not want to become entangled with the affairs of other nations. But in 1898 it was drawn into the troubles of Cuba, then a colony of Spain. War with Spain followed and the United States emerged from the conflict with possessions in the Caribbean, the

Pacific, and on the other side of the world.

(Our United States -- Woodburn, Moran, Hill)

- (a) The United States favored isolationism, but it was finally drawn into world affairs.
- (b) For almost a century the United States has followed a policy of keeping to itself.
- (c) Cuba was a colony of Spain before 1898.
- (d) It is not well for a country to become entangled in the affairs of other nations.

7. The mixing of the diet cannot be overemphasized.

Even among the proteins themselves there should be a great variety. Beans, meat, eggs, cheese, lentils, and breads all contribute different kinds and amounts of nutrients. From these the body may select its own building blocks with which it can build the different tissues of the body. Variety, then, in all kinds of foods is what the body is craving. It is for you to furnish this variety of food, always keeping in mind the proper proportion of each nutrient.

(Our Environment and How We Control It -- Carpenter, Wood)

- (a) Beans, meat, eggs, and cheese contain protein.
- (b) The body is able to take from our food just what it needs.

(c) We must be sure that our food furnishes the body with the variety of nutrients which it needs.

(d) The body needs many foods rich in protein.

8. When I was a boy, there was but one permanent ambition among my comrades in our village on the west bank of the Mississippi River. That was to be a steamboatman. We had transient ambitions of other sorts, but they were only transient. When a circus came and went, it left us all burning to become clowns; the first negro minstrel show that ever came to our section left us all suffering to try that kind of life; now and then we had a hope that, if we were good, God would permit us to be pirates. These ambitions faded out, each in its turn; but the ambition to be a steamboatman always remained.

(Life on the Mississippi by Mark Twain)

- (a) The boys' ambition to become steamboatmen never faded away.
- (b) There were many occupations from which the boys might choose their favorite work.
- (c) Minstrel shows made a deep impression upon boys at that time.
- (d) Steamboats played an important part in middle-west trade.

9. After the Revolution a flood of pioneers began pushing westward across the Appalachian Mountains to Kentucky and Ohio and the country beyond. These pioneers needed iron for axes, for guns, for barrel hoops and for many other things. Moreover, the people who stayed at home in the eastern communities were asking for more iron than ever before. Since Benjamin Franklin had invented an iron stove, many different types of stoves had begun to take the place of the old stone chimneys. Wealthy people wanted iron for decorative fences. Wood was still largely used, but the day of iron had come.

(Exploring American History -- Casner and Gabriel)

- (a) Pioneers began pushing westward after the Revolution.
 - (b) Franklin's invention of the iron stove had brought great changes in the heating of homes.
 - (c) The needs of the people at the close of the Revolution made the production of iron more important than it had been.
 - (d) Kentucky and Ohio received most of the pioneers at this time.
10. Fresh air is free to everyone, and is of as much importance as food and water, yet some people deliberately shut it out of their houses as though

it were poisonous. If the air becomes stale in a room where several people are working, their efficiency as well as their health is affected. Their brains become dulled, their heads begin to ache, and their resistance is lowered. If the windows are opened and the air allowed to circulate freely, the stale air, weighted down by carbon dioxide and other impurities, will be replaced by fresh pure air which will sharpen the wits and tone up the systems of the room's occupants.

(Our Environment -- How We Use and Control It --
Carpenter, Wood)

- (a) Headaches lower one's efficiency.
- (b) It is easy to replace stale air with pure air.
- (c) Many people working in one room make it necessary to change the air often.
- (d) Fresh air is as important to one's health and efficiency as are food and water.

G. CHARACTERISTICS OF A GOOD SUMMARY

In the preceding work, you have gained a good idea of what a good summarizing statement is. You have learned, for instance, that while the topic sentence may guide you, it in itself is not a summary. It should be reworded to include as complete an idea as possible.

Here are some suggestions and warnings which will

help you in writing summaries of your own:

1. Read the selection very carefully. Do not skim.
2. Be sure that you know the meaning of every word.
The misunderstanding of one word may make your summary entirely wrong.
3. While note-taking is good practice for longer selections, it should not be necessary for paragraphs of ordinary length.
4. Emphasize the dominating thought.
5. Eliminate the minor thoughts.
6. Make the summary clear to anyone who has not read or heard the original.
7. Change direct quotations to indirect.
8. Write, or speak, well-constructed, clear sentences.
9. Use your own words, -- not those of the original.
10. Avoid adjectives.
11. Add no opinion of your own.

Summary

Summary is a brief statement of the main points of a longer work. It is a condensed version of the original, capturing the essential information in a clear and concise manner. The purpose of a summary is to provide a quick overview of the content, allowing the reader to understand the main ideas without having to read the entire work.

There are several types of summaries, including literal summaries, which simply restate the information in the original work, and analytical summaries, which provide a more critical and interpretive overview of the content.

When writing a summary, it is important to focus on the main points and to use your own words to paraphrase the information. This helps to ensure that the summary is accurate and that it captures the essence of the original work.

Summaries are often used in academic settings, such as in class papers or research reports, to provide a clear and concise overview of the content. They are also useful in many other contexts, such as in business and in everyday life.

EXERCISES FOR PRACTICE WORK IN SUMMARIZING

The first exercise is to read the following passage and write a summary of it. The second exercise is to read the following passage and write a summary of it. The third exercise is to read the following passage and write a summary of it. The fourth exercise is to read the following passage and write a summary of it. The fifth exercise is to read the following passage and write a summary of it. The sixth exercise is to read the following passage and write a summary of it. The seventh exercise is to read the following passage and write a summary of it. The eighth exercise is to read the following passage and write a summary of it. The ninth exercise is to read the following passage and write a summary of it. The tenth exercise is to read the following passage and write a summary of it.

Summary is a brief statement of the main points of a longer work. It is a condensed version of the original, capturing the essential information in a clear and concise manner.

Page 1

WRITING SUMMARIES

Before attempting to summarize the following paragraphs, review carefully the essentials of a good summary. Since the selections are short, you should be able to summarize them in one sentence.

Your sentence will be rated for (1) organization (2) completeness (3) accuracy.

Write your summarizing statement in the space after each statement.

1. Nowadays when there is a demand for tropical fruits or oil or rubber from far-away countries, business men send expeditions to those countries to find and buy the things which people wish. In the same way, merchants and navigators in Prince Henry's time wondered whether they could send vessels to India, China, and Japan and get the silks and spices and jewels which the people of Lisbon and Venice and Genoa wanted. One of the men who had this idea was the son of a wool-worker in Genoa. His name was Christopher Columbus, and he had spent most of his life on the sea.

(The American People and Nation -- Tryon,
Lingley, Morehouse)

Summary:

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

FROM HIS MARRIAGE TO HIS DEATH

IN TWO VOLUMES. THE FIRST

CONTAINING HIS REIGN

FROM 1625 TO 1642

BY

JOHN BURNET, ESQ. OF LINCOLN'S INN

LONDON

Printed by J. Sturges, at the Angel in St. Dunstons Church

Street, near the Temple, 1725

AND SOLD BY

JOHN BURNET, ESQ. OF LINCOLN'S INN

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JOHN BURNET, ESQ. OF LINCOLN'S INN

1725

Printed by J. Sturges, at the Angel in St. Dunstons Church
Street, near the Temple, 1725

1725

2. The coming of new supplies and fresh colonists kept up the spirit of the settlers who were already in the valley of the James. Women began to come over on 1608, and the first marriage took place in that year. With their coming, real homes could be established. For several years the colony was led for the most part by a soldier, Sir Thomas Dale, who made the colonists work like slaves. Dale was apparently very cruel, but he protected the people from the Indians and saw to it that they had food. Instead of having the colonists work all the time for the Company, Dale gave each of them some land of his own to cultivate. The result was that the men worked better than before.

(The American People and Nation -- Tryon,
Lingley, Morehouse)

Summary:

3. As long as the gathering of dollars is regarded as the highest form of victorious effort, we shall have inequality, injustice, bitterness, and class strife. If we are ever to be free of them, we must have a new standard of success. We must learn that success consists not in what we have but in what we are,

not in what we have in our pockets but what we hold in our heads and hearts, not in our skill to buy low and sell high, but in our ability greatly to dream, to build, to battle, to kindle, to serve.

(You Are the Hope of the World -- Herman Hagedorn
Literature for the Junior High School -- Elson,
Keck, Burris)

Summary:

4. When he was sixteen he became a surveyor, and for four years earned a living and much experience in that calling. Although considerable has been written about it, not many people think of our first president as an agriculturist. He prepared a treatise on this subject. Those who have studied this phase of his life tell us he was probably the most successful owner and director of an agricultural estate in his day. A visitor in 1785 declared "Washington's greatest pride was to be thought the first farmer in America."

(Washington Stands Alone -- Calvin Coolidge)
Literature for the Junior High School, Elson
Keck, Burris

Summary:

5. The London conference adjourned without making much progress toward disarmament. America, Great Britain, and Japan agreed to scrap a few battleships and to build no more vessels of the kind before 1937. The conference may be said to mark a small step toward world peace, but in 1935 Japan refused to renew the treaty after 1937 and no real progress has been made toward disarmament.

(Our United States -- Woodburn, Moran, Hill)

Summary:

6. Thus it was that the Civil War began, one of the most dreadful wars in human history. Slavery had caused secession and secession had led to war, but the destruction of slavery was not the object of the war. The North did not invade the South in order to abolish slavery, but to save the life of the nation and to preserve the Union and enforce the laws. And in the midst of the war the President said that if he could save the Union by freeing the slaves, he would do that; if he could save the Union by leaving them all in bondage, he would do that; and if he could save the Union by freeing some of the slaves and leaving others in bondage, he would do that.

(Our United States -- Woodburn, Moran, Hill)

Summary :

7. Much of the help that you need in studying can be obtained by asking questions. But even this is not always simple and satisfactory. Asking questions of your teacher or of other adults often runs to two extremes: either a person makes a nuisance of himself by asking unnecessary questions, or he fails to phrase his question in such a way as to prevent waste of time and misunderstanding. The asking of the right question of the right person at the right time will usually prove advantageous, for the 'right person' is always anxious to be helpful in every way possible. However, never let laziness prompt your questions. Do your own hard thinking. There is no more reason for another person's doing your thinking for you than for his eating your breakfast for you.

(Occupations -- Brewer)

Summary :

8. Certainly there are many ways for the young citizens to prove their loyalty. School is both a big part of your actual life today and a preparation for future usefulness. Our community and state spend on

the average between \$1100 and \$1200 for each of us who follows through a twelve-year course in the public schools. (If your parents send you to private school, it will cost them far more than that.) Is that money wasted? Will your community have reason to regret spending so much on you? You can be faithful to the calls that are made upon you for learning and service. If you do not take advantage of these opportunities now, the chances are that when you grow up and are called upon for bigger and better service, you will not be ready.

(Building Citizenship -- Hughes)

Summary:

9. Running all through the human body is a system of long and short fibres somewhat like the many wires running to a telephone exchange. The fibres, called nerves, perform much the same service as the telephone wires; that is, they carry messages. For example, when you cut your finger, a rapid exchange of messages takes place in the nervous system and you jerk your finger away from the sharp edge as quickly as you can.

(Our Environment -- Its Relation to Us --
Carpenter, Wood)

Summary:

10. "A house divided against itself cannot stand.

I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or the other.

(Lincoln's House Divided Speech -- Our United States -- Woodburn, Moran, Hill)

Summary:

11. Of all the traits of personality none is more valuable in everyday life than a sense of humor. Humor smoothes the rough path, encourages virtue, and reproves badness. To have a sense of humor it is not necessary to be a clown, nor is it necessary to be a thoughtless Pollyanna or a grinning simpleton. Shakespeare and Thomas Hardy and Mark Twain saw the evils of this world and the frailties of man, and yet all three expressed some of their deepest truths in comic spirit.

(Literature We Like -- Blankenship, Nesh)

Summary:

1900

THE UNIVERSITY OF CHICAGO
CHICAGO, ILL.
JANUARY 10, 1900
TO THE PRESIDENT OF THE UNIVERSITY
FROM THE DEAN OF THE FACULTY
SIR,
I have the honor to acknowledge the receipt of your letter of the 7th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

Very respectfully,
J. H. COVILLE, Dean of the Faculty

1900

THE UNIVERSITY OF CHICAGO
CHICAGO, ILL.
JANUARY 10, 1900
TO THE PRESIDENT OF THE UNIVERSITY
FROM THE DEAN OF THE FACULTY
SIR,
I have the honor to acknowledge the receipt of your letter of the 7th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

Very respectfully,
J. H. COVILLE, Dean of the Faculty

1900

12. The spring and summer of 1849 saw a rush of people to California, where gold had been discovered near Sutter's Fort in 1848. Most of the gold seekers were men, but many whole families went as well. Some immigrants journeyed overland through the desert of Nevada or of Arizona and southern California. Others hastened by boat to Vera Cruz, while others went to the Isthmus of Panama, where they crossed the continent in hopes of finding passage on the Pacific coast northward to California. Still others went by ship about Cape Horn. Many eastern villages and even cities were almost emptied of their young men. The United States in all its history had never experienced anything like the gold rush of 1849. Frequently the people who plunged into the great western wilderness, quite ignorant of life in the wild country, suffered terribly.

(Exploring American History -- Casner and Gabriel)

Summary:

13. The Pendleton Act provided that appointments to certain offices in the National Government should be made only upon competitive examination; that the officers appointed should not be removed because of political reasons; and that assessments should not

1. The first and most important thing to do is to
be honest. When you are talking to
anyone, be honest. Don't try to
hide anything. It will only make
things worse. Be honest about
your feelings and your thoughts.
It will help you to understand
yourself and the other person.
It will also help you to build
a better relationship with
them. Be honest about your
strengths and weaknesses. It will
help you to know where you
need to improve. It will also
help you to know where you
are good. Be honest about your
past mistakes. It will help you
to learn from them. It will also
help you to know when to
ask for help. Be honest about
your future plans. It will help
you to know what you need to
do. It will also help you to
know when to stop. Be honest
about everything. It will help
you to live a better life.

2. The second thing to do is to be kind. When you are talking to
anyone, be kind. Don't be mean or
harsh. Be gentle and understanding.
It will help you to build a better
relationship with them. Be kind
about their feelings and thoughts.
It will help you to understand
them better. Be kind about their
strengths and weaknesses. It will
help you to know where they
need to improve. It will also
help you to know where they
are good. Be kind about their
past mistakes. It will help you
to learn from them. It will also
help you to know when to
ask for help. Be kind about
their future plans. It will help
you to know what they need to
do. It will also help you to
know when to stop. Be kind
about everything. It will help
you to live a better life.

3. The third thing to do is to be patient. When you are talking to
anyone, be patient. Don't get
frustrated or impatient. Be calm
and patient. It will help you to
build a better relationship with
them. Be patient about their
feelings and thoughts. It will
help you to understand them
better. Be patient about their
strengths and weaknesses. It will
help you to know where they
need to improve. It will also
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help you to know when to
ask for help. Be patient about
their future plans. It will help
you to know what they need to
do. It will also help you to
know when to stop. Be patient
about everything. It will help
you to live a better life.

4. The fourth thing to do is to be respectful. When you are talking to
anyone, be respectful. Don't be
disrespectful or rude. Be respectful
and polite. It will help you to
build a better relationship with
them. Be respectful about their
feelings and thoughts. It will
help you to understand them
better. Be respectful about their
strengths and weaknesses. It will
help you to know where they
need to improve. It will also
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about everything. It will help
you to live a better life.

5. The fifth thing to do is to be honest. When you are talking to
anyone, be honest. Don't try to
hide anything. It will only make
things worse. Be honest about
your feelings and your thoughts.
It will help you to understand
yourself and the other person.
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a better relationship with
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about everything. It will help
you to live a better life.

6. The sixth thing to do is to be kind. When you are talking to
anyone, be kind. Don't be mean or
harsh. Be gentle and understanding.
It will help you to build a better
relationship with them. Be kind
about their feelings and thoughts.
It will help you to understand
them better. Be kind about their
strengths and weaknesses. It will
help you to know where they
need to improve. It will also
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you to know what they need to
do. It will also help you to
know when to stop. Be kind
about everything. It will help
you to live a better life.

7. The seventh thing to do is to be patient. When you are talking to
anyone, be patient. Don't get
frustrated or impatient. Be calm
and patient. It will help you to
build a better relationship with
them. Be patient about their
feelings and thoughts. It will
help you to understand them
better. Be patient about their
strengths and weaknesses. It will
help you to know where they
need to improve. It will also
help you to know where they
are good. Be patient about their
past mistakes. It will help you
to learn from them. It will also
help you to know when to
ask for help. Be patient about
their future plans. It will help
you to know what they need to
do. It will also help you to
know when to stop. Be patient
about everything. It will help
you to live a better life.

8. The eighth thing to do is to be respectful. When you are talking to
anyone, be respectful. Don't be
disrespectful or rude. Be respectful
and polite. It will help you to
build a better relationship with
them. Be respectful about their
feelings and thoughts. It will
help you to understand them
better. Be respectful about their
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you to know what they need to
do. It will also help you to
know when to stop. Be respectful
about everything. It will help
you to live a better life.

be levied upon office-holders to pay campaign expenses. The act also provided a Civil Service Commission to direct its operation.

(Our United States -- Woodburn, Moran, Hill)

Summary:

14. There are building laws in many states specifying the kinds of building materials that shall be used in different types of building. School buildings, theatres, and other public buildings should be constructed of steel, stone, concrete, and other fire-proof substances with as little wood trimming as possible. All buildings should have fire-proof roofs. Shingles are a very great fire hazard because they catch fire easily from flying sparks. So great is the danger from sparks on wooden roofs that many cities have passed ordinances requiring the use of fire-proof roofings.

(Our Environment -- Its Relation to Us -- Carpenter, Wood)

Summary:

15. As we cast our eyes over the history of nations, we discern with horror the succession of murderous slaughters by which their progress has been marked.

As the hunter traces the wild beast, when pursued to his lair, by the drops of blood on the earth, so we follow man, faint, weary, staggering with wounds, through the black forest of the past, which he has reddened with his gore. Oh, let it not be in the future ages as in those we now consider. Let the grandeur of man be discerned in the blessings which he has secured; in the good he has accomplished; in the triumphs of kindness and justice; in the establishment of perpetual peace.

(The True Grandeur of Nations -- Charles Sumner
Literature and Living -- Lyman, Hill)

Summary:

FURTHER SUGGESTIONS FOR WORK IN SUMMARIZING

All of the preceding exercises have emphasized the one-sentence summary. Now that you have gained some skill in writing these, you will find it much easier to write a summary of several sentences.

Below are listed several suggestions for the longer summary. They may be used for class work or for your own individual improvement as you feel that you need more practice.

Summarize:

1. An article or short story that is read to you
by the teacher
2. The story of a movie
3. A book
4. Your favorite poem
5. The story suggested by a picture in one of
your textbooks
6. A history assignment
7. The preparation for and the qualifications of
the occupation or profession which you intend
to enter
8. Library reference work

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APPENDIX

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APPENDIX

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A. PUBLISHED MATERIALS ON SUMMARIZING

Though many books have been published in England on summarizing, or precis writing, information received from libraries and seven outstanding publishers of school texts in this country revealed that very few books have been written dealing exclusively with summarizing.

However, it is apparent that more and more emphasis is being put upon the value of the summary as a means of improving comprehension and as a composition technique. This is evident from the number of textbooks in English which have devoted chapters to the summary in recent years. In the hands of an efficient teacher, these single chapters are usually enough to lay a most effective foundation in not only showing the student the technique of the summary but in giving him proof of its value as a reading and study aid.

Several of the books which are typical of those in which the writer found chapters with helpful explanations, directions, and paragraphs, for practice work are the following:

1. Canby, Henry S. , Opdycke, John B. , Gillum, Margaret, High School English, Book I, Macmillan Company, New York, 1932
2. Center, Stella S. , Holmes, Ethel E. Elements of English Composition, First Year

The first of these was the discovery of gold in California in 1848. This discovery led to a great influx of people to California, and the state became one of the most populous in the Union. The second was the discovery of oil in Texas in 1859. This discovery led to a great influx of people to Texas, and the state became one of the most populous in the Union.

The third was the discovery of silver in Nevada in 1859. This discovery led to a great influx of people to Nevada, and the state became one of the most populous in the Union. The fourth was the discovery of copper in Arizona in 1863. This discovery led to a great influx of people to Arizona, and the state became one of the most populous in the Union. The fifth was the discovery of gold in Colorado in 1859. This discovery led to a great influx of people to Colorado, and the state became one of the most populous in the Union.

The sixth was the discovery of silver in Idaho in 1860. This discovery led to a great influx of people to Idaho, and the state became one of the most populous in the Union. The seventh was the discovery of gold in Montana in 1864. This discovery led to a great influx of people to Montana, and the state became one of the most populous in the Union.

The eighth was the discovery of silver in Utah in 1863. This discovery led to a great influx of people to Utah, and the state became one of the most populous in the Union. The ninth was the discovery of gold in Wyoming in 1869. This discovery led to a great influx of people to Wyoming, and the state became one of the most populous in the Union.

Allyn and Bacon, Boston, 1934

3. Johnson, Roy I., McGregor, A. Laura
English for Your World, Ginn and Company,
Boston, 1944
4. Lyman, R. L., Johnson, Roy I., McGregor, A.
Laura, English in School, Home, and Community,
Ginn and Company, Boston, 1935
5. Thomas, Charles S., Paine, Myra A., Ensweiler,
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6. Tressler, J. C., Junior English in Action,
Book III, D. C. Heath and Company, Boston, 1933
7. Salisbury, Rachel and Leonard, J. Paul,
Thinking in English, Scott, Foresman and Company,
1942

Several other books have been published which, while they have devoted very little space to the summary as such, have included many excellent materials for the development of those reading skills which anyone who is to become proficient in summarizing must have, -- namely, discovering the main idea, finding the author's plan, searching for details, answering specific questions, and determining the appropriate reading method.

Some of these texts are:

1. Broening, Angela M., Law, Frederick H.,
Wilkinson, Mary S., Ziegler, Caroline L.,
Reading for Skill, Noble and Noble, Publishers,
Inc., New York, 1936
2. Hovious, Carol, Flying the Printways
D. C. Heath and Company, Boston, 1938
3. Knight, Pearl E., Traxler, Arthur E.
 - (a) Develop Your Reading, Little, Brown and
Company, 1941
 - (b) Read and Comprehend, Little, Brown and
Company, 1937

Still other materials have been put in the form of workbooks. These for the most part can be described in the same way as the texts just mentioned in that they make a distinct contribution to skill in summarizing while not emphasizing summarizing in any special way.

Typical of these workbooks are the following:

1. Gates, Arthur I., Peardon, Celeste C.
Practice Exercises in Reading, Bureau of
Publications, Teachers College, Columbia
University, New York City, 1936. (These are
suitable for use for average fifth and sixth
grade pupils, but they provide easy materials
for still higher grades.)

(1) The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation

$$f(x) = \frac{1}{2} \left(f\left(\frac{x}{2}\right) + f\left(\frac{x+1}{2}\right) \right) \quad (2.1)$$

where $f(x)$ is a function defined on the interval $[0, 1]$ and satisfying the conditions

$$f(0) = 0, \quad f(1) = 1, \quad f\left(\frac{x}{2}\right) = f\left(\frac{x+1}{2}\right) \quad (2.2)$$

and the function $f(x)$ is continuous on the interval $[0, 1]$.

It is known that the function $f(x)$ is unique and that it is the only function satisfying the conditions (2.1) and (2.2).

The function $f(x)$ is called the *dyadic expansion* of the number x and is denoted by $f(x)$.

The function $f(x)$ is a continuous function on the interval $[0, 1]$ and it is the only function satisfying the conditions (2.1) and (2.2).

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The function $f(x)$ is a continuous function on the interval $[0, 1]$ and it is the only function satisfying the conditions (2.1) and (2.2).

2. McCall, William; Cook, Luella B.; Norvell, George W.; Experiments in Reading, Book I, Harcourt, Brace & Co., 1935. (This workbook was written to accompany Hidden Treasures in Literature.)
3. Salisbury, Rachel and Leonard, J. Paul, Making Sense, Scott, Foresman and Company, New York, 1936
4. Simpson, Robert G. and Gilmer, Ellen C. Developmental Reading Series for Improving Reading Habits, Educational Test Bureau, Educational Publishers, Inc., Minneapolis (This Series is developed with the Story Section and the Exercise Section in separate books.)

Two excellent workbooks which deal wholly with summarizing, or precis writing, have been prepared by Paul W. Lehman.

1. The Senior Precis Practice Pad, the Palmer Company, Boston, 1929
2. The Junior Precis Practice Pad, Palmer Company, Boston, 1934

Two textbooks which have been used widely in high schools for work in summarizing are the following:

1. Leonard, Arthur W. and Fuess, Claude M.
Practical Precis Writing, Harcourt, Brace and
Company, New York, 1929
2. Thurber, Samuel, Precis Writing for American
Schools, Little, Brown and Company, Boston, 1927

A good example of a standard test of reading
comprehension by paragraph summaries is the Poley Precis
Test, by Irvin C. Poley, and published by the Public
School Publishing Company, Bloomington, Illinois, 1927.

B. SUGGESTIONS FOR INCORPORATING IN THE SCHOOL PROGRAM
THE METHODS FOR IMPROVING COMPREHENSION

In planning a program whereby more definite emphasis may be placed on reading improvement in the daily classroom work at the junior high school level, it is essential that the right person be chosen to act as chairman of the group whose duty it will be to plan procedures, to prepare materials, to direct all the activities, and to be familiar with the difficulties and accomplishments which will become apparent as the work progresses. The chairman may be the principal of the school, the chairman of the English department, any teacher on the faculty who has done special work in the field of reading, or a reading expert who can come occasionally to advise the committee, direct, and evaluate the program over a period of a few months, or a year, or until the committee has become an efficient working unit.

Any suggestions which are made here for the chairman and his committee are to be understood as dealing with developmental reading, -- not with remedial reading as that type of work is usually defined. Since studies have shown that all pupils may improve their reading skill, the program will deal with the improvement among the

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slow-learning, the rapid-learning, and the accomplished students.

Though the emphasis of this service paper is on the part that summarizing plays in comprehension, it must be understood that any program which makes a definite use of this skill in reading improvement must also be concerned with work which deals with finding the central thought and outlining.

The writer feels that the following suggestions will be helpful in setting up a definite reading improvement program at the junior high school level.

1. Emphasize the fact that reading is essential to any program of education.
2. Try to arouse a feeling of responsibility among all teachers for reading improvement.
3. Discover the situations which call for reading in all departments.
4. List the basic skills which underlie those situations.
5. Hold a series of meetings with department chairmen during which the best plans of procedure for each field are developed.
6. Incorporate these requirements in the course of study for each subject.

7. Plan an informal testing program for the purpose of diagnosing outstanding reading difficulties in each field of study.
8. Plan reading and study exercises to accompany each text.
9. Decide what materials are to be used for instructional purposes.
10. Since there have been so few materials published on practice work in summarizing, it would be well to have a group from each subject area gather materials to be used by the teachers of that subject.
11. Arrange a special program for slow learners.
12. Plan ways of evaluation and the charting of progress.
13. Adapt the types of assignment to the various stages of development.
14. Whether the program is to be concentrated during a short period or used intermittently over the school year, teachers must realize that motivation is most important. The student must feel that it has a definite part in his work.

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MEMORANDUM

TO : Mr. Tolson
FROM : Mr. Clegg
SUBJECT: [illegible]

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REMARKS

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Improving reading comprehension through summarizing.

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